

2008-09 INDIANA ADULT EDUCATION PROPOSED PERFORMANCE TARGETS

Measure	2006-07 Indiana Performance	2006-07 Average National Performance	2007-08 Indiana Target	2008-09 Indiana Target
Beginning ABE Literacy (0-1.9)	47%	39%	41%	48%
Beginning ABE (2-3.9)	49%	41%	49%	50%
Low Intermediate ABE (4-5.9)	52%	40%	54%	54%
High Intermediate ABE (6-8.9)	47%	35%	53%	49%
Low ASE (9-10.9)	41%	38%	48%	43%
Beginning ESL Literacy (0-.9)	49%	38%	50%	51%
Low Beginning ESL (>1)	48%	40%	46%	49%
High Beginning ESL (<2)	52%	46%	46%	53%
Low Intermediate ESL (2-3.9)	50%	42%	54%	52%
High Intermediate ESL (4-5.9)	53%	40%	55%	55%
Advanced ESL (6-8.9)	39%	22%	47%	40%
Entered Employment*	92%	45%	82%	90%
Retained Employment*	93%	55%	85%	90%
GED or HS Diploma*	90%	53%	84%	88%
Entered Postsecondary/ Other Training*	95%	43%	84%	90%

Educational gain in adult education is measured with educational functioning levels in which students are placed based on their ability to perform literacy-related tasks in specific content areas. Standardized assessment is used to determine initial placement and educational gain. The ABE/ASE and ESL levels describe the skills in basic reading and writing, numeracy, and functional workplace skills that a person functioning at that level could be expected to perform.

States must set performance targets and report on four measures (entering and retaining employment, high school completion, and further education). Results are collected by follow-up survey. *Actual* percentage results for 2006-07 are entered employment (72%); retained employment (61%); GED or high school diploma (70%); and entered postsecondary education (73%).

***Weighted Average Required by U.S. Department of Education** ensures that large programs contribute to the overall state in proportion to their size (i.e., programs serving more students count more in the average) and also allows adjustment for nonresponse of participants who do not complete the survey.